

MORE LECTURES

Good Audiences At Sessions of Summer School.

COLONEL PARKER A KAMAIIA

He Receives Congratulations—Mrs. Parker on Vocalization—Bell's Vocal Table.

Miss Allen had an interested audience Wednesday morning. Her thorough knowledge of her subject, her long experience and success give an additional weight to her precepts. Among her listeners were several children, whose interest was in the kindergarten which Miss Allen conducted during the second three-quarter hour. Miss Allen said that in governing and teaching children, a decision should never be reversed. It could be modified and put in different form when the wisdom of after reflection showed that the child would be injured by the first decision. But the greater injury is in the destroyed confidence which the child has in the parent or teacher when he discovers there is not firmness, exactitude. Sometimes it requires all the ingenuity the teacher is able to command to prevent the child from discovering the modifications.

Never nag, said Miss Allen. It is the bane of many homes which would otherwise be happy. It destroys the peace of the household. It makes the child's life a perfect misery. The parent should make a decision. The decisions should be based not on what the parent or the teacher wishes, but on what is best for the child, what is wisest. There should not be too much reasoning with the child. Often much time and a great deal of patience is wasted by attempting to reason out with a child something on which it is entirely unnecessary to spend so much thought. A simple decision is sufficient, as the child can reason in its own way and will not be convinced unless he sees things in his own way. Miss Allen said she did not believe in punishment, but there were times when punishment was absolutely necessary, when a child can not be reached in any other way and convinced of a superior authority. The child must recognize, too, the rights of other children. The kindergarten should be an ideal community.

Without the realization of a superior authority the child would not know that there must be a limit to leniency. If the child discovered, as is often the case, that he can get what he wishes by crying for it, he will continue to cry and will get to a point where he does not know where freedom ends and license begins. The intensely nervous child who disobeys must be treated as if his disobedience is a mental illness.

Do not be weak with the child, said Miss Allen. The time comes when some children must be punished. Self-control cannot be secured in a day, it is only by infinite patience and is sometimes the work of a lifetime. The lessons of life come through experience, personal experience, never by precept. For this reason the position of a teacher is one of the greatest responsibility. It comes next to that of the mother.

Profound sympathy was expressed by Miss Allen for the woman who was a combination of mother, teacher, housekeeper and general manager. It is too great a task to a mother, especially where there are several children in the family, each with his own individuality that must be treated differently. No two children are exactly the same in nature. There is a difference and each must have his environment. If all are treated the same, a part of the earnest effort is lost for the hereditary traits of children will outweigh and overbalance environment. Miss Allen said that people are not too solemn in life. There is not enough play and people must play more. Nothing in life is so lovely as a little child. Solemnity, severity spoil the life of the child and stifle its sweetness.

The kindergarten was held on the platform as usual. Miss Allen announced at the close that at 2:30 o'clock on each Wednesday in the High school building she would meet the mothers.

Col. Parker said in opening that he had tried to study the problem presented to him here, he had diagnosed the case, and had found it much the same here as elsewhere with some variation. It might be tentative but he would give it. The reason why we may fail to arouse enthusiasm in the child is because we make language an end in itself and therefore we fail to teach language as a means. The child must feel the need of anything he does. That must be the motive, the inspiration. It is not what the teacher, the parent feels, but what the child feels is a motive. The great difficulty is that the energy is not developed so that the child feels the need of the language. Usually the beginning is with the language itself. It is a wrong idea. In these islands the children are confronted with the learning of thirty new sounds. It is a most difficult task for them and the difficulty is enhanced if the child does not see the necessity. What motive has the child in learning the language? If he is put into the drilling as soon as he comes to school he becomes confused, and loses his interest. The child's work is governed by his interest and he is not interested in anything unless he sees the end, the motive. He must become thoroughly convinced of the need of language.

During his younger years the child roams the fields, he becomes intimate-

ly acquainted with his surroundings. When he enters school he has all the elements of the sciences because he has need of them. Therefore all primary work is the study of the immediate environment. Field excursions are of the greatest value. The best school house is out of doors. Bring the children into contact with nature. The child is touched by the clouds, the winds, the flowers. He is interested in the geography of the country. He observes the forces of nature, he sees man. This all teaches him the necessity of language and he learns it the more easily.

Col. Parker said he wished every teacher, every parent could realize that the child comes on earth as a personality. He wishes to feel that he is of some use. There is a dignity in this feeling, a dignity which makes him chafe if there is exhibited a show of superiority over him or his position. The lower the child is in the social scale the more acute this feeling is.

The teacher comes in contact with all these elements and is the organizer of public opinion, the organizer of society. The great danger is that the teacher may not recognize the individuality of the child, may not have that deep and profound sympathy for the child which enables him to perceive the working of the child's mind, influenced by environment, by heredity by nature. Only that which makes home better, which stimulates high ideals, is worth putting into the school. Only that is education, worthy the name, which is a recognition of all that is done that is good. The result of true education is the effect of the school upon the home and then the effect of the home upon the school. The whole effort of study should be toward making home better, brighter, happier. It is a beautiful ideal to have the school the home. The school has too often been made a dreary place. The teacher has failed to understand his pupils, the pupils have not understood the teacher. The pupil must have a coordinate pleasure with the teacher. There is then the bond of sympathy and of interest in the same things.

Too often has the school been made a dreary place. Impatiently have the children waited for the hour of closing. There has been just that lack of accord, that touch of recognition. Duties were performed in a mere perfunctory manner. The teacher perhaps had failed to have a touch of the spiritual life, for the desire to help others leads a higher life is the spiritual life.

Col. Parker said that it was his part to show the teacher how to teach the child. It is through the various modes of expression that the child makes himself understood. Gesture, he said, is the foundation of universal language. Next comes voice, human voice without speech, then voice speech. Vocal music is a tremendous power in the evolution of the human being. Rhythmic movement of the body, dancing, rightly used, is a fundamental element in the development of expression. Ability to fashion with the hand gives strength and power to the body and mind. It assists in moral development as well. For this reason the use of clay and sand and of incalculable value in education. If he had his way, Col. Parker said, he would have a heap of sand in every school yard, and in every yard where there are children in the household. In the development of the moral sense and every other sense the attractive power of the teacher is worth more than compulsion.

Modeling assists the development of the perception of form. It is greater than sight or hearing. Painting, the conception of color, is one of the first of arts. What infinite pleasure the child takes in his distribution of color, his painting. Sometimes it was impossible to see that the painting of the child is a picture, but the child knew what it meant, he sees the picture and by and by the parent and the teacher see it. Next comes drawing and writing. None of these, except writing, is language, yet they are all modes of expression.

The child should not begin by learning to write or learning to read, but by using some of the other modes of expression. This lead Col. Parker up to the discussion of the use of workshops in the school. Even if it is but a shop with a knife and pieces of wood, the child perceives that he can make something. His personal power is evolved. The little garden is a great educator. It is better than any other means. Through its cultivation, reading, language, arithmetic, all things are taught. In the making of the box to hold the flowers comes carpentry, the study of the woods, drawing, the study of the seeds, and their marvelous life, the study of the soil, mineralogy, chemistry, the influence of moisture, planting, the function of the plant and its use, food plants, coffee, for instance, as a practical illustration. All these came naturally. They interested the child. They are of specific value to him and they are education. Through them he is learning the oral language. More than all and of vastly more importance, the child is learning the idea of work and of responsibility.

It is all simple, said Col. Parker. People in general imagine that learning is a great mystery, that the value of knowledge is in proportion to the effort with which it is acquired. Grammar is right in its way, but there is no mystical right so absurd as the present mode of teaching grammar in the public school. There is no reason why it should be taught in the isolated fashion of parsing, analysis, diagram. Col. Parker talked of methods concocted for the injury of children and the ignorance of teachers. Reading is not the ultimatum. It is merely one mode of bringing images together. Each mode is a mode of expression of profound observation.

Mrs. Parker emphasized the statement that the body is a machine. This should constantly be borne in mind. Pitch is under the control of the vocal chords, they are under the control of the emotion as the whole body is a delicate instrument to respond. But it cannot respond without skilled use. She made a difference between voice quality and speech quality. The shape of the mouth cavity determines the quality of the voice. The voice quality may be good and the speech quality bad. The mouth cavity, the tongue, the lips, the teeth, determine the quality of

speech. She said she got her best exercises in vocalization from infants. The sounds made by children are identical the world over. If a person conquers the elements of one's own language it is an easy thing to conquer the elements of all languages. During her lecture Mrs. Parker used frequent illustrations to give the specific vocalization of which she spoke.

Miss Allen met the mothers at 2:30 o'clock in the High school building. She will meet them regularly at that hour and place each Wednesday afternoon during the season.

The sessions yesterday were well attended. Miss Allen lectured as usual at 8 o'clock to a large audience, and followed with her kindergarten and her valuable talks on child training. "I'm a kamaiaa now," said Col. Parker as he opened his lecture. The audience applauded and the Colonel smiled and smiled, as only he can smile. He said at one of his lectures that he had nearly worn himself out smiling, but he still smiles and wins a responsive smile from all who talk with him or hear him talk. He addressed his hearers yesterday as "fellow citizens," and said "we can all congratulate ourselves. The history of the Islands has taken you through the Monarchy and through the Republic. Now we can join our histories." His little annexation speech was interrupted with applause and Col. Parker had the entire sympathy of the audience. Col. Parker is having a quiet little celebration of his own. He received news from Chicago, by the Pacific, that he had been re-elected principal of the Cook County Normal school. The Colonel has a political opponent who has been trying for thirteen years to oust him from his position as he has pursued his educational work in advanced lines fearlessly and with no thought of politics. His reelection was after a hard campaign during which petitions were circulated and Corporation Counsel Turner and Mayor Harrison joined effort to defeat him. His successful election without an opposing vote was a complete triumph and he received the hearty congratulations of his audience yesterday.

Col. Parker then entered upon his regular lecture. The images must be in the mind, he said, else the reading is naught, and they must be educated images. They must have a fundamental conception of geology, botany. The center of all education is work. It must be work with the brain, with the hands. The child is interested in his work. He is interested in everything he sees around him. There is no specific point at which to begin with the child, no regular order to proceed with. Begin with what is at hand nearest the child. Everything a child does that is good and wholesome is educative. Col. Parker said that the blackboard is indispensable. The teacher must be a good penman and a good writer. The pupil is an imitator. If the teacher makes a thing seem hard it will be hard. If he makes it easy and graceful the pupil, the child, will think so also, and learn all the more rapidly. But don't hurry the child into reading. Wait a year if it is necessary. It will come soon enough and easily when he is prepared for it. There is no need for the child to learn the forms of words. It is not necessary. The teacher must eliminate all the useless things that hinder and prevent the child from learning. Give the child a blackboard. Do not let them copy. Oral reading is reading per se. It is often an agonizing task. The reading itself is imagery and is a means to the end. Oral reading is speech.

Mrs. Parker said that in nature there was no classification between a vowel and a consonant. The classification is made by us. This was in the discussion of the Bell vocal table. She said the diacritical marks in the dictionary are confusing. The Bell table is a valuable key to the dictionary. The table represents fourteen sounds. Any child can learn them. Mrs. Parker advised the use of the old jingles, as "Peter Piper," to assist in articulation. In all the exercises, she said, the more unconsciously the child can do a thing the better for the child. By calling the attention of the child to a defect in speech, or walk, or habit, untold misery is inflicted. Make the correction by teaching them in some way without letting them perceive that they are being taught or corrected.

Following is Bell's table which Mrs. Parker uses as the basis of vocalization:

BELL'S VOCAL TABLE.

1-e-1	11-pool
2-ill	12-pull
3-lale	13-lale pole
4-ell	14-Paul
5-shall	15-on, coll.
6-eal 7-a-k	8-arp
9-lide	10-ow 11-oi

Col. Parker said in his second lecture that there is a pernicious habit of making the child a trick child or a performer. It is now the belief that precocity has come to be regarded as a mental deformity. The mothers should see that the desideratum is the development of the child into a healthy, moral, intelligent human being. Some children are a great deal slower than others but that is not necessarily a discredit to the child. The precocity is due to a fever in the brain which excites it to unusual effort. A continuation of this fever produces a wreck in the end.

Helplessness is often induced by teaching. Let the child alone, said Col. Parker. Let him work out his problems. The truly intelligent child wishes to solve his own questions. There are truly dull children. There is always some physical reason for this and it should be carefully treated. Wait for the child. He said that teaching a vocabulary simply for building up a collection of words which might be used some time in the future is a pernicious one. Only the words that are necessary should be taught or learned. The child, the human being, never does anything without a motive. The kind of motive is the stimulus to his life. Oral reading may be made an obstruction, a mere mechanical pronunciation of words. The child should image in his own way and should read according to his imagery. Emphasis can never be taught a child. In talking the child never makes a mistake in emphasis.

MOVEMENTS OF STEAMERS.

Steamers due and to sail today and for the next six days are as follows:

Steamers	From	Due
W. G. Hall—Kona and Kau	July 15	July 15
Mokoli—Kaunakakai	July 16	July 16
Mikahala—Nawiliwili	July 17	July 17
Claudine—Kahului	July 17	July 17
Kinau—Hilo	July 19	July 19
Upolu—Kohala	July 19	July 19

DEPART.

Steamers	For	Sails
Kaena—Wailua	July 15	July 15
Noeau—Honokaa	July 15	July 15
Kaual—Makaweli	July 16	July 16
Mokoli—Kaunakakai	July 18	July 18
W. G. Hall—Kona	July 19	July 19
Claudine—Kahului	July 19	July 19
Mikahala—Nawiliwili	July 19	July 19
Kinau—Hilo	July 22	July 22
Upolu—Kohala and Kona	July 22	July 22

ARRIVED AT HONOLULU.

Tuesday, July 12.
Stmr. J. A. Cummins, Searle, Wailua.
Br. stmr. Coptic, Sealby, 6-12 days from San Francisco; pass. and mdse. to H. Hackfeld & Co.

Thursday, July 14.
Stmr. Kaula, Bruhn, 14 hrs. from Makaweli.

Stmr. James Makee, Tullett, 13 hrs. from Kapaa.

Stmr. Noeau, Pederson, 15 hrs. from Honokaa.

Schr. Lady, 14 hrs. from Lagoon ports.

Stmr. Mokoli, Bennett, 7 hrs. from Kaunakakai.

SAILED FROM HONOLULU.

Tuesday, July 12.

Stmr. Kinau, Clarke, Hilo.

Stmr. Ke Au Hou, Thompson, Kahuku.

Stmr. Claudine, Cameron, Kahului.

Stmr. Mikahala, Thompson, Nawiliwili.

Am. bk. Planter, Dow, Laysan Island.

Stmr. Upolu, Heilingsen, Kohala.

Stmr. Wailalele, Mosher, Laysan Island.

U. S. Monitor Menadnock, Whiting, Manila.

U. S. Collier Nero, Belpas, Manila.

Schr. Kauikaeono, Fina, Molokai ports.

Thursday, July 14.

Stmr. Coptic, Sealby, Yokohama.

Stmr. James Makee, Tullett, Kapaa.

FOREIGN PORTS.

NEW YORK—Arrived, June 18, ship

W. F. Babcock, from Honolulu; 24.

Haw. bark Nuuanu, from Kahului; 27.

Barb. Adam W. Spies, from Hilo.

SAN FRANCISCO—Arrived, June 29,

stmr. Alameda, 6 days 17-12 hrs. from Honolulu; 4.

brig. Marline, 24 days from Kahului. Sailed, July 1, bk. Martha Davis, for Honolulu; 3.

brig. W. G. Irwin, for Honolulu.

EUREKA—Arrived, June 30, schr.

Jessie Minor, from Honolulu.

PORT ANGELES—In port July 1, sp.

Reaper, from Nantamo, for Honolulu.

DUNKIRK—Sailed, June 30, Ger. bk.

J. C. Fugger, for Honolulu.

AUCKLAND—Arrived, July 5, stmr.

Moana, from Honolulu.

PASSENGERS.

Arrived.

From San Francisco, per stmr. Coptic, July 13.—Mrs. G. J. Augur and child, James T. Taylor, Mrs. J. T. Taylor and child, Mrs. D. Dayton, Miss Eva Dayton, Mrs. John P. Scullen, Mrs. John Kelker, H. E. Rose, W. H. Cameron, Mrs. Geo. Goodacre, Sydney Webb, Mrs. Sydney Webb, Chas. Trevelyan, G. S. Waterhouse, William M. Minton, F. C. Schenck, Miss Bernice Hundly, W. D. Dressler, A. A. Lotta.

From Kapaa, per stmr. James Makee, July 14.—F. D. Greany, Chin Young.

From Hamakua, per stmr. Noeau, July 14.—Miss Nellie Rickard, Miss Kate Horner, Miss Edna Horner.

Departed.

For Kaula, per stmr. Mikahala, July 12.—Mrs. M. Aldrich, the Misses Aldrich (3), Miss N. Leal, H. N. Brown, Miss A. Blackstad, Kia Malinal, Miss Katie Christian, Miss B. Fanning, Miss J. Smith, Masters Aldrich (2), Miss E. Kaipu, Miss E. Huleokeo, Miss E. Christian, Miss Palecki, Miss L. Hart, J. Halemanu, C. T. Day, D. Kalauokalani.

For Maui ports, per stmr. Claudine, July 12.—Miss Leslie Wight, A. Hocking, P. W. Damon, Mrs. H. P. Baldwin, Miss E. Simpson, Mrs. Borchgrevink and child, S. Bessel, Chas. Hall, P. L. Weaver, J. A. Smith, A. Wendell, Mr. Adams, Mrs. Kalama and child, Miss V. Mossman, A. K. Mossman, Jas. Houghton, Master W. Campbell, Miss Fredway, Rev. Kihara, J. J. Drummond and daughter, A. N. Kepolka and wife.

For Maui and Hawaii ports, per stmr. Kinau, July 12.—Mrs. Hapai and 4 children, W. L. Whitney, R. Catton, A. Page, L. A. C. Parish, wife and 2 children, Theo. Wolff, F. S. Lyman, S. M. Ballou, Miss Allie Wall, the Williams children, C. K. Hyde, Dr. A. C. Wall, H. L. Holstein, W. J. Vanatta, H. E. Bush, S. K. Kahai, Dr. Wauchs, C. S. Desky, Miss Wight, Miss E. Brown, Mrs. Hlawia, Mrs. C. J. Falk, Miss C. E. Hyde, Mrs. F. E. Marshall, Mrs. F. Brown, Mrs. A. Brown, Mrs. De La Nux and child, G. H. Angus, Mrs. Mikala Maile, Mrs. P. Jarnett, 2 children and servant, E. Akina, A. Akina, Miss A. Horner, Miss Emma Rowland, T. R. Keyworth, P. T. Phillips, Wm. King, Miss Clara Lowrie, Miss Decoto, Miss Raemussen, Miss E. H. Bicknell, Mary Chalmers, Miss Cockett, Miss Cockett, Mrs. Macfarlane, Mrs. Adjutant Simonson and child, Lieut. H. Elliott, Chas. Lucas and wife, H. A. Wilder, Dr. R. B. Williams, Walter Lowrie, W. H. Babbitt, Rev. V. H. Kiteat and wife, Mrs. A. Moore, children and servant, Mrs. E. K. Nawahi, Miss H. Robertson, Mrs. Pfordner, J. F. Brown, C. Akona, Aplo, Ah

See C. Notley, Jr., J. K. Notley, Chee Kwai and See Chip Chong.

For China and Japan, per O. & O. S. S. Coptic, July 14.—Mr. and Mrs. Hubert Vos, Japanese Minister Shimamura, the Messrs. Tiffany.

Mr. C. L. Hasbrouck, a druggist at Mendon, Mich., says all of the good testimonials that have been published by the manufacturers of Chamberlain's Colic, Cholera and Diarrhoea Remedy could be duplicated in that town. For sale by all druggists and dealers. Benson, Smith & Co., agents for H. I.

The Wheat Corner

At Chicago has collapsed, and prices of flour have declined a very small fraction. The extreme high price for wheat was purely fictitious, and flour prices did not follow it. The legitimate price of wheat is high this year from natural causes.

War and Drought.

Lower prices cannot be looked for until a new crop.

We Carry Only the Best.

When you want the Best Hay, Feed or Grain at Right Prices order from

CALIFORNIA FEED CO.

TELEPHONE 121.

IN THE CIRCUIT COURT, FIRST

CIRCUIT OF THE HAWAIIAN ISLANDS—IN PROBATE.

In the matter of the Estate of Edwin Austin Jones, late of Honolulu, Oahu, deceased, intestate.

Petition having been filed by Isabelle McC. Jones, widow of said intestate, praying that Letters of Administration upon said estate be issued to George R. Carter, notice is hereby given that Friday, the 12th day of August, A. D. 1898, at 10 o'clock a. m. in the Judiciary Building, Honolulu, is appointed the time and place for hearing said petition when and where all persons concerned may appear and show cause, if any they have, why said petition should not be granted.

Honolulu, July 14th, 1898.

By the Court.

GEORGE LUCAS, Clerk.

1895-34F

BY AUTHORITY.

MR. JOHN WAGNER has this day been appointed a member of the Road Board for the Taxation District of Makawao, Island of Maui, vice Dr. F. Aiken, resigned.

The Board now consists of C. H. Dickey, Chairman, W. H. King, John Wagner.

J. A. KING, Minister of the Interior.

Interior Office, July 12, 1898. 1895-3t

CHANGE OF LOCATION OF GOVERNMENT POUND.

In accordance with Section 1 of Chapter XXXV. of the Session Laws of 1888, I have this day changed the location of the Government Pound in the District of Hamakua, Hawaii, to an enclosure on the east lower portion of the northeast corner of R. P. 5405, Land Commission 7823, Haina, about 217 feet on the lower side of the Government Road, Honokaa, Hamakua, Hawaii.

J. A. KING, Minister of the Interior.

Interior Office, July 11, 1898. 1895-3t

PUBLIC LANDS NOTICE.

On August 3d, at 12 o'clock noon, at front entrance of Judiciary Building will be sold at public auction:

Lease of the Government land of Ualapue, Molokai, and of undivided interest in the adjoining land of Kahanui, containing 850 acres, more or less.

J. A. KING, Minister of the Interior.

Interior Office, July 5th, 1898. 1893-3t

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